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ABSTRACT

Findings from a study of teacher supply and demand in Ohio provide information on: (1) number of births in Ohio; (2) total school enrollment; (3) projected enrollment in Ohio public schools by level; (4) number of certified personnel in Ohio public schools; (5) certificated personnel by assignment; (6) analysis of certificated staff per 1,000 pupils by assignment; (7) certificated personnel per 1,000 pupils; (8) data on teacher supply and demand; and (9) accuracy of predictions for teacher supply and demand. Statistical findings are presented in tabular format, including: (1) number of births in Ohio, 1955-80; (2) enrollment in Ohio public schools, 1970 to a projection for 1990; (3) projected kindergarten through eighth grade enrollment, 1982-92; (4) projected ninth through twelfth grade enrollment, 1982-92; (5) number of certificated personnel, 1976-82; (6) certificated personnel per 1,000 pupils, 1976-82; (7) teacher education graduates from Ohio colleges and universities, 1970-80; (8) comparison of teacher supply and demand, 1976-82; and (9) prospects for beginning teachers by grade level and subject. Appendixes present profiles of teacher characterisics, e.g., position, age, and experience. (JD)

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Prospects For Teaching

In

Ohio Public Schools

A Summary Report

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Prepared by:
Ruthann Heintschel, Ph.D.
Consultant
Division of Teacher Education
and Certification
Ohio Department of Education
Columbus, Ohio 43215

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Prospects For Teaching

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Introduction

In preparation for educational leadership in the 80's, the State Board of Education revised its philosophy, established new educational goals and identified thirteen priorities for improving the quality of education in Ohio public schools. One of these priorities addressed the need for strengthening teacher education and staff development.

The charge given the Ohio Department of Education by the Board was the provision of leadership to colleges, universities and school districts on improving the quality of preparation for individuals entering the teaching profession and helping assure an adequate number of such individuals. As a means of assuring an adequate number of teachers a study of teacher supply and demand was initiated. A summary of the findings of this study is presented in this report. In general, the public school teacher supply and demand situation is mixed. Some types of teacher assignments continue to be adequately supplied while others are beginning to experience shortages. The evidence suggests that the positions in lowest supply have become so largely because jobs in teaching are not nearly as attractive as other jobs open to graduates qualified to enter these positions.

Numerous factors determine the prospects for teaching in Ohio public schools. Among them are the number of births, pupil enrollments, staffing ratios, teacher turnover, and the number of teachers being prepared by Ohio colleges and universities.

Analysis of the demographic factors suggest that in Ohio there is neither a teacher surplus nor an impending teacher shortage. The challenge is to achieve a balance between supply and demand among the various teaching fields.

The information contained in this report provides a basis for addressing supply and demand problems and for evaluating avenues toward improving the adequacy of the number of qualified professionals seeking to fill teaching jobs throughout Ohio for years to come.

Births in Ohio

A record 243,470 births in 1957 marked the peak of the post World War II baby boom in Ohio. The number of births then declined for nearly 20 years to a low of 155,215 in 1976 (see Figure 1). Since 1977, the number of births in Ohio has increased slightly. This increase is expected to continue throughout the eighties and nineties.

Enrollment

Enrollment in Ohio's public schools reached 2,432,640 during the 1971-1972 school year. Since then, it has declined each year because of fewer births and emigration (see Figure 2). Public school enrollment for 1981-1982 was 1,894,021. Projected enrollment for 1991-1992 is 1,706,466 pupils. This represents a 9.9 percent decline in total enrollment.

The number of pupils in grades K-8 will fluctuate only slightly over the next decade. The enrollment for those grades will be 0.4 percent lower in 1991-1992 than it was in 1981-1982 (see Figure 3). By contrast, the projected number of pupils enrolled in grades 9-12 will be down from 621,398 in 1981-1982 to 469,006 in 1991-1992. This represents a 24.6 percent decrease in high school enrollment (see Figure 4).

Certificated Personnel

Assignment of certificated personnel is an important factor in determining the demand for teachers. From 1976 to 1981 the total number of certificated personnel in Ohio public schools remained relatively stable (see Figure 5). However, changes in assignments of certificated personnel during the past seven years present a different picture. Significant changes were reflected in all categories except that of administrators and supervisors (see Table 5). Appendix A presents a breakdown of the number of certificated staff within each category presented in Table 5.

Reflecting, perhaps, the economic uncertainty that prevailed in Ohio during the 1981-1982 school year, there was a four percent reduction in the total number of certificated personnel in 1982. See Table 5.

Staffing Ratios

The number of certificated personnel per 1,000 pupils increased by 12.99 percent from 1976 to 1982 (see Table 6). The increase is attributed primarily to staffing levels required under the school foundation program. As shown in Figure 6, staffing ratios reached a peak in 1981 and are expected to either decline or plateau over the next few years.

Supply of Beginning Teachers

During the past several years every institution in Ohio that prepares persons for meeting the minimum certification requirements for initial entry into public school teaching was asked to report the number of graduates completing preparation to enter teaching. The estimated total number of graduates completing preparation in 1982 to enter assignments in elementary, secondary, or special education classrooms was 6,702, a decrease of 8.1 percent from the 7,247 graduates actually reported for 1981. This is lower by 61.9 percent than the all-time high of 17,551 graduates completing preparation to enter teaching in 1973 (see Figure 7).

Demand for New Teachers

The demand for new teachers may be viewed as the number of teachers needed to fill vacant positions and the number needed to continue the recent annual trends toward improvement in the quality of school programs and services.

In this study the actual demand for teachers is equal to the number of positions that will be filled by new teachers in a given year. In other words, the demand is equal to the number of positions opened by teachers leaving teaching the previous year and by the number of staff needed the following year. For example:

1980-81	1981-82
(B^1) Total Certificated Staff = 124,886	(B^2) Total Certificated Staff = 119,738
(F^1) Certificated Staff Who Left = 11,739	Certificated Staff Who Left = 11,255
	(H^2) New Teachers = 6,591

$$B^2 - (B^1 - F^1) = H^2 \quad (H^2 = \text{Demand})$$

$$119{,}738 - (124{,}886 - 11{,}739) = 6{,}591$$

See Table 8 for data for years 1976 to 1982.

Demand for Beginning and Re-entering Teachers

Typically, many persons completing preparation to enter public school teaching do not obtain positions during the subsequent year. Two factors are primarily responsible for this phenomenon:

1) failure of graduates to seek a teaching position, and

2) employment of persons desiring to re-enter teaching.

A new teacher may be defined as a person entering or re-entering teaching who was not employed as a full-time teacher during the preceding school year. A "beginning" teacher is a person entering active employment as a full-time teacher for the first time. A "re-entering" teacher is one who is returning to teaching after an absence for one or more years Therefore, the demand for "new" teachers is the sum of the "beginning" and "re-entering" teachers being employed to fill needed positions.

The "mix" of beginning and experienced re-entering teachers employed by local school systems is influenced by a number of factors,including the supply of beginning teachers, financial constraints, and characteristics of teachers who are continuing their employment.As a result, the demand for beginning versus re-entering teachers cannot be estimated with great accuracy.[1]

During the past seven years the number of beginning teachers employed each year has ranged from as high as 50 percent to as low as 21 percent of the number of teacher education graduates (see Columns I, J, and K of Table 8). Further, the number of beginning teachers hired during these years represents, on the average, only 25 percent of the total number of new teachers hired (see Column L of Table 8). Three-fourths of the demand for new teachers has been met by persons re-entering teaching (see Figure 8).

Based on historical trends, projections for the next five years show that the demand will remain relatively constant with an average yearly demand of 9,686 new teachers.

Further, the projections indicate that, in general, an adequate supply of beginning teachers will be available to meet the demand.

Supply and Demand by Certification Field

Supply and demand estimates for beginning teachers by certification fields are shown in Figure 9. The first column lists the major certification fields in Ohio. The second column indicates the anticipated average annual number of teachers who will be employed in the public schools of Ohio.

The anticipated number of teacher education graduates from Ohio colleges and universities for each field over the next four years is listed in column three.

The bar graph in Figure 9 illistrates the prospects of teacher education graduates obtaining a teaching position in a given field in Ohio public schools. The length of each bar is mathematically proportionate to the demand for beginning teachers and the number of graduates and is calculated as follows:

Projected Number of Teachers and Graduates by Field and Prospects for Beginning Teachers to be Employed in Ohio Public Schools

Position	Teachers 5 Yr. Ave. '83-'87	Graduates 4 Yr. Ave. '83-'86	Prospects for Beginning Teachers: Poor | Fair | Moderate | Good | Excellent
SECONDARY			
Mathematics	4070	140	
	A	B	C

A. The average number of teachers needed each year for a given five year period is determined by finding the sum of the projected number of teachers for each year and dividing by five.

Year	Projected Number of Teachers
1983	4,177
1984	4,100
1985	4,057
1986	4,026
1987	3,992

20,352 (Total) / 5 = 4,070

B. The average number of new teachers with "0" experience that will be available over a five year period is determined by finding the sum of the projected number of new teachers being prepared each year and dividing by five.

Year	Projected Supply of New Teachers
1983	110
1984	147
1985	147
1986	159

563 (Total) / 4 = 140

C. The prospects for a beginning teacher being employed in a given year is a ratio between the number of teachers hired with "0" experience and the projected supply of teachers with "0" experience that will be available for employment.

$$(Y_1 + Y_2 + Y_3 + Y_4) \; / \; 4$$

where Y = Number hired with "0" experience in a given year.

Therefore:

	Hired	Supply	
1983 = Y_1 =	114 /	110 =	1.03
1984 = Y_2 =	112 /	147 =	.76
1985 = Y_3 =	111 /	147 =	.75
1986 = Y_4 =	110 /	159 =	.69

3.23 / 4 = 80 = C

The person training in mathematics education, therefore, has a good to excellent chance (80%) of being hired in Ohio public schools.

If a bar extends through "excellent," the demand for beginning teachers in that field is equal to, or greater than, the number of anticipated graduates. If the bar extends half-way through "moderate," the demand for beginning teachers is 50 percent of the number of anticipated graduates.

As Figure 9 indicates, the certification fields in which the supply most widely exceeds actual demand include business education, social studies, art, music, physical education, hearing impaired, and moderately, severely and profoundly retarded.

The supply of teachers appears to be least adequate in industrial arts, mathematics, vocational education, library science, and several of the special education areas.

The overall numbers of students expected to complete preparation for each of the certification fields for at least the next four years appear to be adequate for the number of available teaching jobs. The projections are tentative and can be influenced by changes in the number of graduates prepared to teach, the

graduates' interest in seeking teaching positions, availability of previous years' graduates who were unable to obtain teaching jobs immediately after graduation, numbers of teachers separating from employment, progress toward improved school programs and staffing, attractiveness of teaching as a profession, willingness of school districts to employ former teachers, the birth rate, and job market conditions for college graduates as a whole.[1]

However, a real opportunity exists for teaching in Ohio public schools. Careful, considered selection of a teaching major can do much to enhance a prospective teacher's chance of obtaining a teaching position. Comprehensive teaching fields at the secondary level are encouraged. Dual majors also can improve employment potential.

Teacher Supply and Demand - Test of Predictability

In studying the data for teacher supply and demand for a given year predictions were made for the following year. These predictions were for teacher demand and the number of "beginning" teachers to be hired for each certification field. The accuracy of these predictions is presented in Table 9.

In the area of teacher demand the percent of accuracy of prediction ranged from as low as 42 percent to as high as 97 percent. Of the twenty-one areas in which predictions were made, nine were found to have an accuracy of 70 percent or higher. Of the 21 identified areas, only two reflected an accuracy of prediction at 70 percent or higher. Five areas were not predicted at a high enough level.

Careful attention needs to be given to the accuracy of predictions for both teacher demand and number of beginning teachers to be hired in a given year. A continued low accuracy of prediction may limit the value and appropriateness of a study of teacher supply and demand in Ohio.

References

1. NEA Research Memo. Teacher Supply and Demand in Public Schools, 1980-81. National Education Association, Washington, D. C., 1981.

2. De Roche, Edward F. and Kujawa, Edward. A Survey of Teacher Supply and Demand in the West. Phi Delta Kappan, April 1982, 63, 566.

3. Way, Joyce W. Are Job Forecasters Painting A Realistic Picture for Teacher Education Graduates. Phi Delta Kappan, November, 1981, 63, 211-212.

TABLES

TABLE 1

NUMBER OF BIRTHS IN OHIO

Year	Number
1950	185,559
1951	199,429
1952	206,779
1953	210,727
1954	222,266
1955	222,689
1956	234,517
1957	243,470
1958	234,040
1959	232,578
1960	230,219
1961	229,708
1962	217,465
1963	212,583
1964	209,480
1965	194,927
1966	190,444
1967	185,204
1968	185,580
1969	189,099
1970	199,781
1971	189,919
1972	169,151
1973	160,436
1974	160,199
1975	158,341
1976	155,215
1977	161,239
1978	160,850
1979	166,731
1980	168,745

TABLE 2

TOTAL ENROLLMENT IN OHIO PBLIC SCHOOLS

Year	Total Enrollment
1967-68	2,357,647
1968-69	2,395,711
1969-70	2,423,831
1970-71	2,424,227
1971-72	2,432,640
1972-73	2,415,724
1973-74	2,371,578
1974-75	2,322,874
1975-76	2,287,275
1976-77	2,244,564
1977-78	2,177,221
1978-79	2,102,440
1979-80	2,025,417
1980-81	1,957,390
1981-82	1,898,882
* 1982-83	1,853,424
* 1983-84	1,819,166
* 1984-85	1,800,198
* 1985-86	1,786,147
* 1986-87	1,771,293
* 1987-88	1,754,011
* 1988-89	1,732,113
* 1989-90	1,712,675
* 1990-91	1,705,359
* 1991-92	1,706,466

*Estimated

TABLE 3

PROJECTED ENROLLMENT IN OHIO PUBLIC SCHOOLS BY LEVEL

Year	K-8	9-12
1981-82	1,272,623	621,398
1982-83	1,215,490	569,421
1983-84	1,200,779	551,179
1984-85	1,184,015	549,986
1985-86	1,168,817	551,816
1986-87	1,161,552	544,612
1987-88	1,161,625	527,808
1988-89	1,167,754	501,575
1989-90	1,171,456	479,903
1990-91	1,169,565	468,641
1991-92	1,174,747	469,006

TABLE 4

NUMBER OF CERTIFICATED PERSONNEL IN OHIO PUBLIC SCHOOLS

Year	Total Certificated	Total Teaching Personnel	Classroom Teachers
1975-76	125,448	111,199	87,202
1976-77	122,428	110,159	84,513
1977-78	122,457	109,186	81,623
1978-79	125,086	111,179	79,648
1979-80	124,122	110,059	77,481
1980-81	124,886	110,940	77,413
1981-82	119,713	106,199	74,138

TABLE 5

CERTIFICATED PERSONNEL BY ASSIGNMENT

Classification	1976 Number	1976 Percent	1982 Number	1982 Percent
Administrators/ Supervisors	8,279	6.65	7,984	6.67
Educational Service Personnel[1]	10,075	8.03	11,405	9.53
Special Education	8,216	6.53	11,948	9.98
Vocational Education	7,239	5.77	8,199	6.84
Classroom Teachers	87,202	69.50	74,138	61.94
Other[2]	4,437	3.52	6,039	6.05
TOTAL	125,448	100.00	119,713	100.00

1. Includes counselors, librarians, nurses, visiting teachers, art, music and physical education teachers.

2. Includes personnel employed for federal programs, auxiliary services for nonpublic schools, and the disadvantaged pupil program.

TABLE 6

ANALYSIS OF CERTIFICATED STAFF/1,000 PUPILS BY ASSIGNMENT

Position	1976	1982	Difference	% of Inc.
Administrators and Supervisors	3.62	4.20	0.58	13.81
Educational Service Personnel[1]	4.40	6.01	1.60	26.79
Special Education	3.59	6.29	2.70	42.93
Vocational Education	3.16	4.32	1.16	26.85
Classroom Teacher	38.12	39.04	0.92	2.36
Other[2]	1.93	3.18	1.25	39.32
Total Certificated Personnel	54.85	63.04	8.19	12.99

[1]Includes counselors, librarians, nurses, visiting teachers, art, music and physical education teachers.

[2]Includes personnel employed for federal programs, auxiliary services for nonpublic schools, and the disadvantaged pupil program.

TABLE 7

CERTIFICATED PERSONNEL/ 1,000 PUPILS

YEAR	TOTAL PERSONNEL 1000 Pupils	TEACHING PERSONNEL 1000 Pupils	CLASSROOM TEACHERS 1000 Pupils
1975-76	54.84	48.61	38.12
1976-77	54.54	49.07	37.65
1977-78	56.24	50.14	37.49
1978-79	59.49	52.88	37.88
1979-80	61.28	54.33	38.25
1980-81	63.80	56.67	39.55
1981-82	63.04	55.92	39.04

TABLE 8

TEACHER SUPPLY AND DEMAND DATA

A SUMMARY

YEAR	ENROLLMENT	TOTAL CERTIFICATED STAFF	CERTIFICATED STAFF/ 1000 PUPILS	FULL-TIME TEACHERS	FULL-TIME TEACHERS/ 1000 PUPILS	CERTIFICATED STAFF AND LEFT	% OF LOSS	NEW TEACHERS (DEMAND)	COLLEGE GRADUATES	... EXPERIENCE TEACHERS EMPLOYED	TEACHERS EMPLOYED AS % OF ...	... OF NEW TEACHERS ARE ... COLLEGE GRADS
1975-76	2,287,275	125,948	54.84	111,199	48.61	(17,036)	(9.59)	(11,299)	11,185	(2,997)	(26.79)	(26.52)
1976-77	2,249,569	116,126	54.54	110,159	49.07	12,200	10.50	11,109	9,220	(3,388)	(36.26)	(29.99)
1977-78	2,177,271	122,957	56.24	109,186	50.14	11,871	9.69	11,429	8,866	2,649	29.87	23.18
1978-79	2,107,940	125,086	59.99	111,179	52.88	12,199	9.75	14,600	7,991	6,038	50.53	27.67
1979-80	2,025,917	124,122	61.28	110,059	54.33	10,949	8.91	11,793	7,297	2,913	40.19	24.70
1980-81	1,957,390	124,866	63.80	110,9[illegible]	56.67	11,739	9.40	10,550	7,291	3,110	42.65	29.48
1981-82	1,898,882	119,738	63.04	106,199	55.92	11,255	9.40	6,591	8,707*	1,429	21.32*	21.68

TABLE 9

ACCURACY of PREDICTIONS FOR TEACHER SUPPLY and DEMAND 1982

Category	Total Demand				"0" Experience			
	Predicted	Actual	Difference	%Accuracy	Predicted	Actual	Difference	%Accuracy
Librarian	123	65	58	53	42	10	32	24
Art	218	154	64	71	93	47	46	51
Music	327	267	60	82	162	108	54	67
Phys. Ed.	235	177	58	75	131	70	61	53
Elementary	3233	1761	1472	54	1140	465	675	41
Vocational	976	588	388	60	375	213	162	57
Business	148	115	33	78	64	47	17	73
Eng./Lang.Arts	545	270	275	50	189	81	108	43
Foreign Language	145	110	35	76	57	105	-48	
Industrial Arts	129	76	53	59	61	40	21	66
Mathematics	265	175	90	66	104	60	44	58
Science	229	136	93	59	101	66	35	65
Social Studies	261	117	144	45	112	53	59	47
Speech & Hearing	172	122	50	71	45	48	-3	
Phys./Occup. Ther.	25	21	4	84	9	11	-2	
Hearing Impaired	50	38	12	76	15	20	-5	
Crippled	26	12	14	46	11	5	6	45
Visually Impaired	12	5	7	42	4	1	3	25
Severe or Multiple	71	69	2	97	25	27	-2	
LD/BD-SDH	882	533	349	60	319	222	97	70
EMR	545	293	252	54	250	146	104	58

FIGURES

Figure 1. Number of Births in Ohio

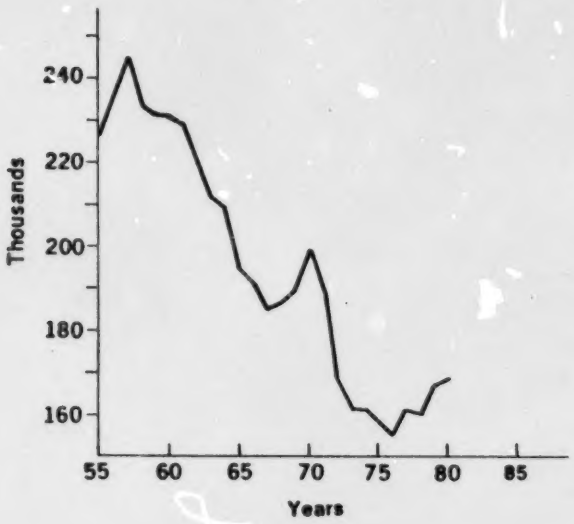

Figure 2. Enrollment in Ohio Public Schools.

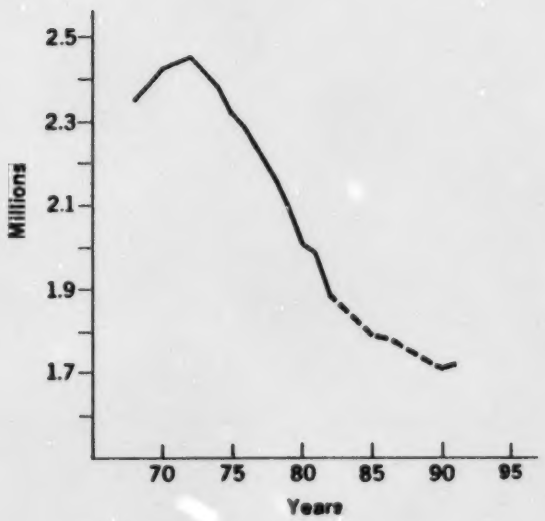

Figure 3. Projected K-8 Enrollment in Ohio Public Schools

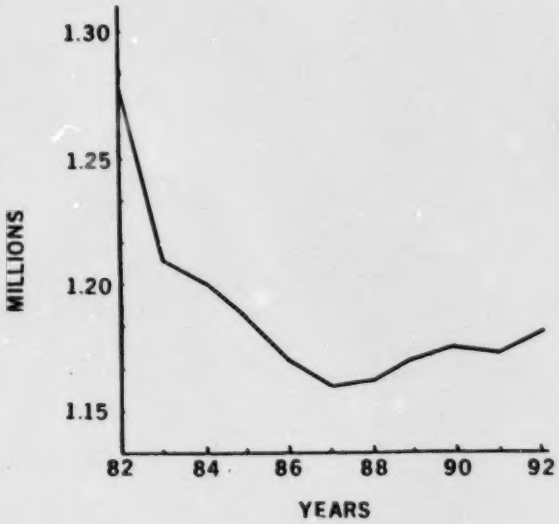

Figure 4. Projected 9-12 Enrollment in Ohio Public Schools

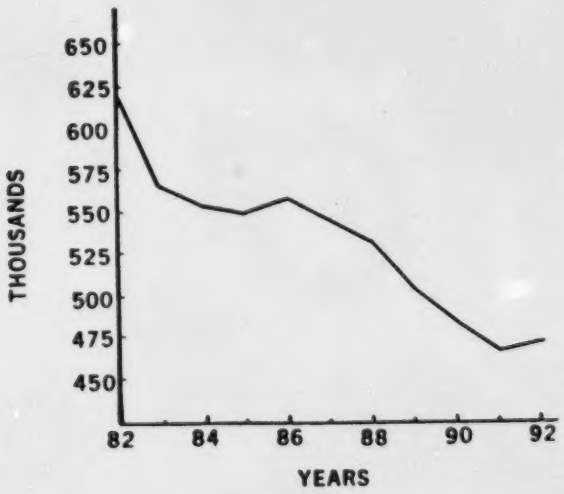

Figure 5. Number of Certificated Personnel In Ohio Public Schools

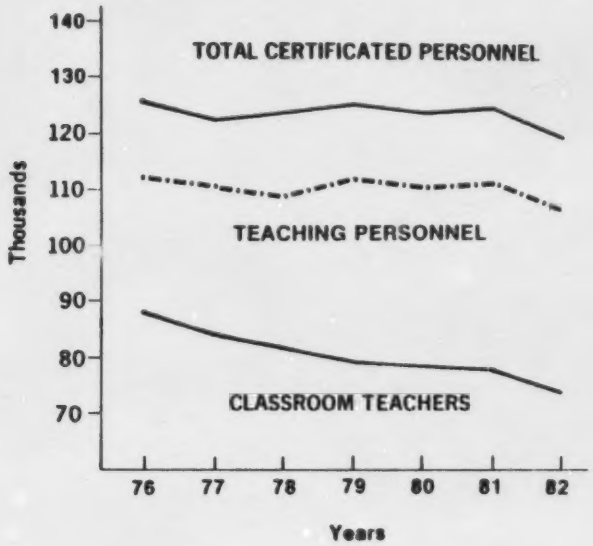

Figure 6. Certificated Personnel Per 1,000 Pupils in Ohio Public Schools

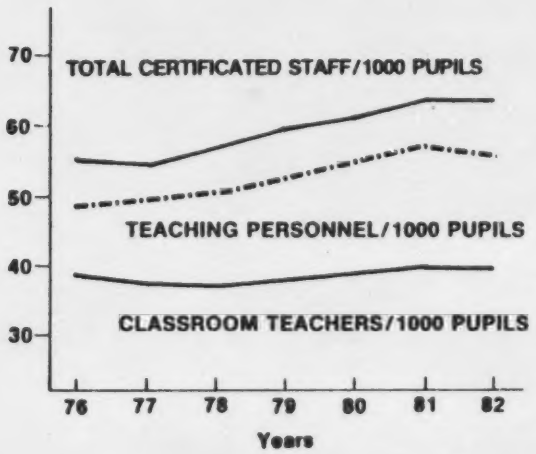

Figure 7. Teacher Education Graduates from Ohio Colleges and Universities

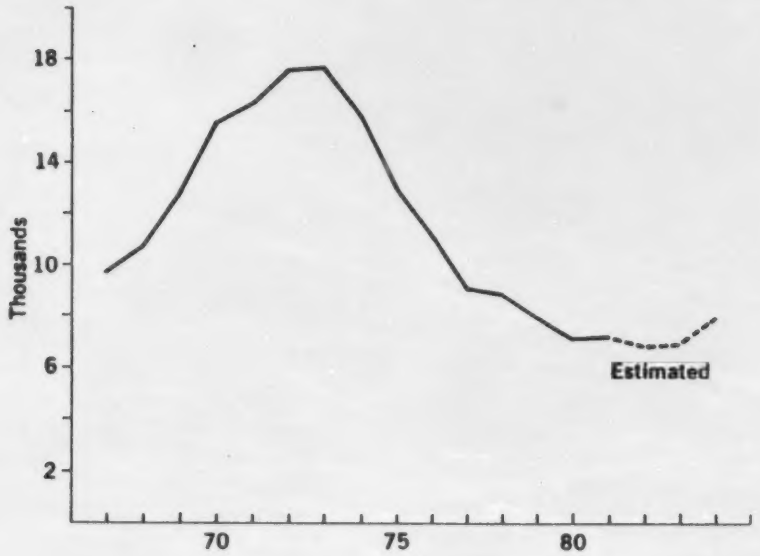

Figure 8. Comparison of Teacher Supply and Teacher Demand

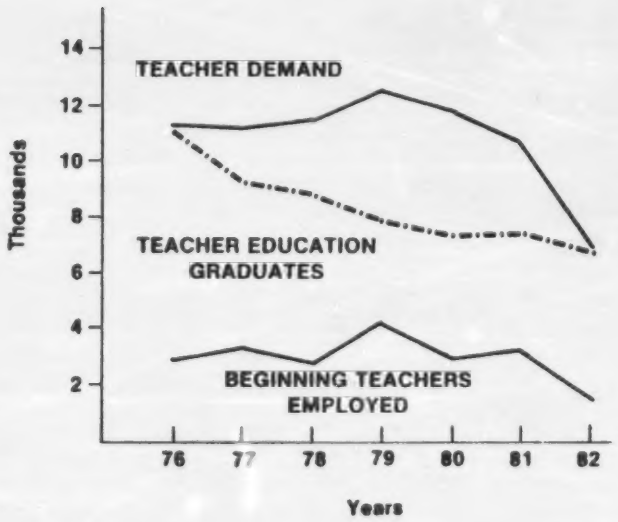

Figure 9. Prospects for Beginning Teachers in Ohio Public Schools.

Position	Average Number of Teachers '83-'87	Average Number of Graduates '83-'86	Employment Prospects for Beginning Teachers: Poor | Fair | Moderate | Good | Excellent
ELEMENTARY			
Grades K-8	44185	2332	
SECONDARY			
Business	1931	194	
Eng./Lang. Arts	8506	308	
Foreign Language	1600	82	
Industrial Arts	2049	73	
Mathematics	4070	140	
Science	4125	165	
Social Studies	4760	333	
Vocational	7192	234	
ELEMENTARY OR SECONDARY			
Art	3460	225	
Music	3515	408	
Phys. Ed.	3203	613	
Library Science	1694	27	
SPECIAL EDUCATION			
Speech & Hearing	1042	186	
PT/OT	96	12	
Hearing Impaired	305	70	
Crippled	195	8	
Visually Impaired	70	4	
Severe or Multiple	238	78	
LD/BD-SBH	3429	316	
EMR	3526	348	

APPENDIX A

NUMBER OF CERTIFICATED STAFF IN OHIO SCHOOLS BY POSITION

POSITION	1976	1977	1978	1979	1980	1981	1982
Administrative & Supervisory Personnel							
02 Superintendent	721	719	636	728	728	727	722
10 Assistant Superintendent	329	306	308	301	335	289	270
14 Elementary & Secondary Principal	57	54	62	69	67	63	67
16 High School Principal	1031	1034	1041	1034	1026	979	971
18 Elementary Principal	2560	2550	2517	2506	2496	2502	2431
20 Assistant High School Principal	1123	1138	1153	1128	1162	1141	1109
22 Assistant Elementary Principal	265	265	263	273	268	300	309
30 Educational Admin. Specialist	274	142	119	112	142	98	106
34 Supervisor/Director	1869	1897	1900	1766	1926	2012	1956
98 Audio-Visual Staff	50	53	45	49	46	47	43
TOTAL	8279	8158	7594	7962	8196	8158	7984
Educational Service Personnel							
36 Visiting Teacher	171	157	142	140	144	134	140
42 Counselor	3167	3183	3052	3149	3096	3061	2938
46 Librarian	1942	1953	1897	1871	1904	1869	1758
68 School Nurse	690	674	686	725	723	721	698
69 Art Teachers(all)	980	1054	2853	2797	2691	1460	1398
70 Phys. Education Teachers(all)	1352	1508	1770	2028	2094	2048	2022
71 Music Teachers(all)	1773	2013	2257	2376	2505	2594	2955
TOTAL	10075	10542	12607	13086	13157	11837	11805
VOCATIONAL PERSONNEL							
75 Agriculture	--	--	--	--	--	696	--
76 Business & Office	--	--	--	--	--	1547	--
77 Distributive	--	--	--	--	--	865	--
78 Home Economics	--	--	--	--	--	2007	--
79 Trade & Industrial	--	--	--	--	--	3384	--
TOTAL	7239	7859	7851	8532	8496	8499	8149

NUMBER OF CERTIFICATED STAFF IN OHIO SCHOOLS BY POSITION

POSITION	1976	1977	1978	1979	1980	1981	1982
Special Education Personnel							
38 School Psychologist	714	863	566	901	930	989	961
39 Special Education Supervisor	85	83	88	283	194	155	162
40 Speech and Hearing	---	970	816	1082	1110	1124	1099
41 PT/OT	---	58	63	119	100	105	108
44 Work Study	228	319	138	225	257	271	260
63 Gifted Supervisor	---	---	---	---	12	93	97
64 Special Teacher--Gifted	554	801	308	65	560	745	737
91 Hearing Impaired	---	---	---	361	341	321	312
92 Crippled	---	---	---	185	200	215	207
93 Visually Impaired	---	---	---	98	83	75	69
94 S or M	---	---	---	177	219	245	244
95 LD/BD	---	---	---	2510	2849	3330	3329
96 EMH	---	---	---	294	306	515	538
97 EMR	---	---	---	3950	3154	3771	3679
TOTAL	8216	8775	8120	10250	10315	11904	11948
Classroom Personnel							
50 Head Teacher	196	175	175	182	189	173	144
52 Elem & Sec Teacher	1464	1314	1177	1054	1124	1105	1026
54 Secondary Teacher	38519	37819	37275	36154	34757	33626	31882
56 Elementary Teacher	41978	40793	38764	38473	37666	38863	37575
58 Kindergarten Teacher	3377	3302	3273	2947	2955	2955	2915
60 Ungraded Primary	1209	1010	959	838	790	651	596
TOTAL	87202	84513	81623	79648	77481	77413	74138
Other Personnel							
80 Federal Programs	3424	3424	3491	4049	4564	5045	---
82 Auxiliary Services	93	93	409	799	1048	1112	---
90 DPPF	920	920	812	760	865	918	---
TOTAL	4437	4437	4712	5608	6477	7075	6039

NUMBER OF CERTIFICATED STAFF IN OHIO SCHOOLS BY POSITION

Sub-totals	1976	1977	1978	1979	1980	1981	1982
Administrative and Supervisory	8279	8158	7599	7962	8196	8158	7989
Educational Service Personnel	10075	10542	12607	13086	13157	11837	11905
Vocational Personnel	7739	7859	7851	8532	8496	8099	8199
Special Education Personnel	8216	8775	8120	10250	10315	11904	11948
Classroom Teachers	87202	84513	81623	79648	77881	77413	74138
Other Personnel	4437	4437	4712	5608	6477	7075	6039
GRAND TOTAL	125948	124281	122457	125086	124122	124886	119713
Total Teaching Personnel	111199	110159	109186	111179	110059	110940	106199

(This includes all of the following categories: art, music, phys.ed., classroom teachers, vocational, special education, and other.)

APPENDIX B

Characteristics of Certificated Personnel in Ohio Schools

*** Age
*** Experience

	1977	1978	1979	1980	1981	1982
TOTAL	123876	122511	125159	125225	124892	119705
AVERAGE AGE	37.4	37.7	37.9	38.2	38.6	38.2
AVERAGE EXPERIENCE	10.6	10.9	11.2	11.3	11.7	12.4
% FEMALES	61.4	61.7	62.1	62.6	62.8	62.1
AVERAGE AGE	37.6	37.8	37.9	38.1	38.5	38.1
AVERAGE EXPERIENCE	9.9	10.1	10.2	10.3	10.7	11.3
% MALES	38.6	38.3	37.9	37.4	37.2	36.9
AVERAGE AGE	37.2	37.5	38.0	38.4	38.8	38.4
AVERAGE EXPERIENCE	11.9	12.3	12.8	13.1	13.5	14.3

APPENDIX C

OHIO SCHOOL PERSONNEL 55 YEARS AND OLDER

ASSIGNMENT	TOTAL NUMBER	NUMBER 55+	PERCENT
Superintendent	717	74	10.3
Assistant Superintendent	270	6	2.2
Elem/Sec. Principal	67	4	5.9
High School Principal	971	68	7.0
Elementary Principal	2431	302	12.4
Assist. H. S. Principal	1109	84	7.5
Assist. Elem. Principal	309	17	5.5
Educ. Admin. Specialist	106	15	14.2
Supervisor/Director	1936	245	12.7
Audio Visual Staff	43	3	6.9
TOTAL	7959	818	10.3
Visiting Teacher	140	35	25.0
Counselor	2978	290	9.7
Libraian	1758	253	14.4
School Nurse	694	188	27.1
Art Teacher (K-12)	1398	59	4.2
P.E. Teacher (K-12)	2022	33	1.6
Music Teacher	2493	162	6.5
TOTAL	11483	1020	8.9
Agriculture	638	46	7.2
Business & Office	1494	111	7.4
Distributive Education	854	47	5.5
Home Economics	1907	136	7.1
Trade & Industrial	3268	488	14.9
TOTAL	8161	828	10.1
School Psychologist	952	77	8.1
Spec. Ed. Supervisor	162	14	8.6
Speech and Hearing	1099	24	2.2
PT/OT	104	6	5.8
Work Study	220	24	10.9
Gifted Supervisor	97	8	8.2
Spec. Teacher--Gifted	737	13	1.9
Hearing Impaired	312	23	7.4
Crippled	207	16	7.7
Visually Impaired	69	9	13.0
S or M	299	3	1.0
LD/BD	3429	67	1.9
SBH	538	13	2.4
EMR	3674	225	6.1
TOTAL	11899	522	4.4

ASSIGNMENT		TOTAL NUMBER	NUMBER 55+	PERCENT
Head Teacher		144	8	5.5
Elem./Sec. Teacher		1026	58	5.7
Secondary Teacher		31882	2022	6.3
Elementary Teacher		37575	3657	9.7
Kindergarten Teacher		2915	245	8.4
Ungraded Primary		596	58	9.7
	TOTAL	74138	6046	8.2
Federal Programs		4326	453	10.5
Auxiliary Services		967	47	4.9
DPPF		739	68	9.2
	TOTAL	6032	568	9.4
	GRAND TOTAL	119672	9802	8.2

APPENDIX D

Area of Assignment		Total Number	# with 30+ yrs	% of Total	# with 25-29 yrs	% of Total	# with less than 25 yrs	% of Total	# with 25+ yrs	% of Total
Superintendent		717	147	20.5	171	23.8	399	55.7	318	44.3
Asst. Superintendent		270	56	20.7	65	24.1	149	55.2	121	44.8
Ele & Sec. Principal		67	6	8.9	14	21.0	47	70.1	20	29.9
H.S. Principal		971	102	10.5	194	20.0	675	69.5	296	30.5
Ele. Principal		2431	274	11.3	479	19.7	1678	69.0	753	31.0
Asst. H.S. Principal		1109	80	7.2	133	12.0	896	80.8	213	19.2
Asst. Ele. Principal		309	16	5.2	27	8.8	266	86.0	43	14.0
Ed. Admin. Spec.		106	9	8.5	20	18.9	77	72.6	29	27.4
Super./Director		1936	214	11.0	299	15.4	1423	73.6	513	26.6
Audio-Visual Staff		43	4	9.3	5	11.6	34	79.1	9	20.9
	A	7959	908	11.4	1407	17.7	5644	70.9	2315	29.1
Visiting Teacher		140	16	11.4	17	12.1	107	76.5	33	23.5
Counselor		2978	163	5.5	337	11.3	2478	83.2	500	16.8
Librarian		1758	53	3.0	99	5.6	1606	91.4	152	8.6
School Nurse		694	7	1.0	18	2.6	669	96.4	25	3.6
Art Tchrs., K-12		1398	12	0.9	32	2.3	1354	96.8	44	3.2
P.E. Tchrs., K-12		2022	28	1.4	73	3.6	1921	95.0	101	5.0
Mus. Tchrs., K-12		2493	72	2.9	133	5.3	2288	91.8	205	8.2
	B	11483	351	3.0	709	6.2	10423	90.8	1060	9.2

Area of Assignment		Total Number	# with 30+ yrs	% of Total	# with 25-29 yrs	% of Total	# with less than 25 yrs	% of Total	# with 25+ yrs	% of Total
Voc. Agri. Tchr.		638	14	2.2	28	4.4	596	93.4	42	6.6
Bus & Off Ed Tchr.		1494	31	2.1	61	4.1	1402	93.8	92	6.2
Dist Ed Tch.		854	22	2.6	56	6.6	776	90.8	78	9.2
Hm Ec Tchr.		1907	25	1.3	60	3.1	1822	95.6	85	4.4
T & I Tchr.		3268	90	2.8	141	4.3	3037	92.9	231	7.1
	C	8161	182	2.2	346	4.2	7633	93.6	528	6.4
Sch. Psychologist		952	25	2.6	59	6.2	868	91.2	84	8.8
Spec. Ed. Super		162	5	3.0	16	9.8	141	87.2	21	12.8
Speech & Hrg. Tchr.		1099	6	0.5	17	1.5	1076	98.0	23	2.0
PT/OT		104	1	0.9	1	0.9	102	98.2	2	1.8
Work Study		220	6	2.7	15	6.8	199	90.5	21	9.5
Gifted Super.		97	1	1.0	2	2.0	94	97.0	3	3.0
Spec. Tchr. - Gifted		737	0	0.0	9	1.2	728	98.8	9	1.2
Hrg. Impaired		312	4	1.3	3	1.0	305	97.7	7	2.3
Crippled Tchr.		207	5	2.4	4	1.9	198	95.7	9	4.3
Visually Imp.		69	2	2.9	3	4.3	64	92.8	5	7.2
S or M		299	0	0.0	3	1.0	296	99.0	3	1.0
LD/BD		3429	8	0.2	18	0.5	3403	99.2	26	0.7
SBH		538	1	0.2	8	1.5	529	98.3	9	1.7
EMR		3674	34	0.9	61	1.7	3579	97.4	95	2.6
	D	11899	98	0.8	219	1.8	11582	97.4	317	2.6

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Area of Assignment	Total Number	# with 30+ yrs	% of Total	# with 25-29 yrs	% of Total	# with less than 25 yrs	% of Total	# with 25+ yrs	% of Total
Head Teacher	144	4	2.8	14	9.7	126	87.5	28	12.5
Ele. & Sec. Tchr.	1026	37	3.6	71	6.9	918	89.5	108	10.5
Sec. Teacher	31882	988	3.1	1973	6.2	28921	90.7	2961	9.3
Elem. Teacher	37575	1020	2.7	2001	5.3	34554	92.0	3021	8.0
Kindergarten Tchr.	2915	51	1.7	131	4.5	2733	93.8	182	6.2
Ungraded Primary	596	12	2.0	35	5.9	549	92.1	47	7.9
E	74138	2112	2.8	4225	5.7	67801	91.5	6337	8.5
Fed. Programs	4326	114	2.6	239	5.5	3973	91.9	353	8.1
Aux. Services	967	3	0.3	11	1.1	953	98.6	14	1.4
DPPF	739	18	2.4	42	5.7	679	91.9	60	8.1
F	6032	135	2.2	292	4.8	5605	93.0	427	7.0
A	7959	908	11.4	1407	17.7	5644	70.9	2315	29.1
B	11483	351	3.0	709	6.2	10423	90.8	1060	9.2
C	8161	182	2.2	346	4.2	7633	93.6	528	6.4
D	11899	98	0 8	219	1.8	11582	97.4	317	2.6
E	73138	2112	2.8	4225	5.7	67801	91.5	6337	8.5
F	6032	135	2.2	292	4.8	5605	93.0	427	7.0
GRAND TOTAL	118672	3786	3.2	7198	6.1	108688	90.7	10984	9.3

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